

EXECUTIVE SUMMARY



BIE Family and Child Education Program

2015 Study

Report Prepared for:

**U. S. Department of the Interior
Bureau of Indian Affairs
Bureau of Indian Education**

by:

Research & Training Associates, Inc.

EXECUTIVE SUMMARY¹

In 1990, the Bureau of Indian Education (BIE)² initiated the Family and Child Education (FACE) program, an integrated model for an American Indian early childhood education/parental involvement program. The FACE program primarily serves families with children prenatal to 5 years of age by providing early childhood, adult, and parenting education services. The goals of the FACE program are to:

- ◆ Support parents/primary caregivers in their role as their child's first and most influential teacher.
- ◆ Strengthen family-school-community connections.
- ◆ Increase parent participation in their child's learning and expectations for academic achievement.
- ◆ Support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program.
- ◆ Promote lifelong learning.³

Program Design and Implementation

The FACE program is implemented through a collaborative effort of the BIE, Parents as Teachers National Center (PAT), and the National Center for Families Learning (NCFL). Programs are located at BIE schools. PAT provides the home-based model and NCFL provides the center-based model for preschool and adult education. Home-based and center-based models have been integrated and infused with tribal language and culture to achieve the FACE model. PAT and NCFL provide the training and technical assistance to implement their components.

Families that receive early childhood parenting and family support services through personal visits are referred to as *home-based* families. Families that participate in adult education and/or early childhood education at the center are referred to as *center-based* families.

Home-based services are delivered by parent educators primarily to families with children ranging from prenatal to 3 years of age, although they also serve children from 3 to 5 if their family cannot participate in center-based services or other preschool services. Using the PAT *Foundational Curriculum*, parent educators help parents develop effective parenting and family well-being skills by providing culturally relevant learning experiences that support children's development and interests, by engaging parents in developmentally appropriate interactions with their children, and

¹ This document summarizes the *2015 Study of the BIE Family and Child Education Program* that was prepared for the Bureau of Indian Education, Bureau of Indian Affairs, U.S. Department of the Interior by Research & Training Associates, Inc. (11030 Oakmont, Overland Park, KS 66210-1100) in May, 2016. Authors are: V. Yarnell, T. Lambson, and J. Pfannenstiel.

² Formerly the Bureau of Indian Affairs—BIA, Office of Indian Education Programs.

³ Bureau of Indian Affairs, Bureau of Indian Education. (2015). *Family and Child Education (FACE) guidelines* (p. 1). Washington, DC: Author.

by promoting the family's welfare. Services are delivered through weekly or bi-weekly personal visits that are usually 60-90 minutes in duration, monthly FACE Family Circles (family group meetings), periodic screening of overall health and development of the child, and referrals to school and community services.

NCFL provides training and technical assistance for center-based services, which are offered in school facilities to children aged 3 to 5 years and their parents. Children are sometimes enrolled in FACE preschool without an adult enrolling full-time in the adult education component of the center-based services. FACE preschool is provided for children 3½ hours each day in a developmentally appropriate classroom using the NCFL *CIRCLE: A Developmentally Appropriate Preschool Curriculum*. The academic needs and employability skills of adults enrolling full-time are addressed through adult education, which is offered approximately 2½ hours a day. A daily structured Parent Time occurs one hour each day and provides a supportive environment for center-based parents to address critical family and parenting issues. Additionally, parents and children are provided with daily opportunities to engage in child-directed interactions during one hour of Parent and Child Together Time (PACT Time®). In PY15, parents of FACE preschoolers were permitted to enroll in adult education part-time or not at all. In these cases, adults are expected to develop a plan for participating in flexible PACT Time and Parent Time activities coordinated by the center-based staff. Center-based services also include periodic screening of overall health and development of the child and referrals for services.

Home- and center-based staffs collaborate to provide comprehensive services to all FACE families and to support family transitions, such as children transitioning to preschool or kindergarten, and adults transitioning to employment or other educational programs. The center-based staff also supports teachers and parents in elementary school classrooms where parents engage in PACT Time with their child.

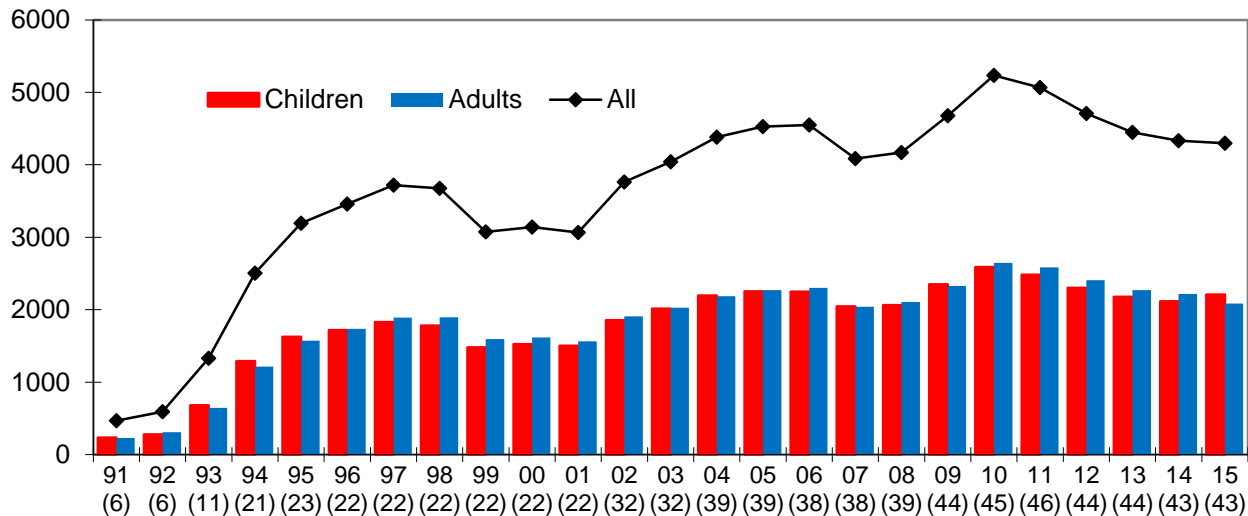
FACE Participation

During the 25-year history of FACE, the number of schools implementing FACE increased from the initial six programs to 43 programs in PY15. FACE has served 44,743 participants, including 20,932 adults and 23,811 children in approximately 17,900 American Indian families. Since the inception of the FACE program, 62% of adults and children participated in only the home-based component, 20% participated in only the center-based component, and 18% participated in the full FACE model (receiving both home- and center-based services). Of the 19,090 FACE children who received home-based services since the inception of FACE, 21% transitioned into center-based services, comprising almost half of the children who received center-based services.

PY15 participants include 2,069 adults and 2,210 children from 1,738 families served at 43 sites (see Figure 1). Two-thirds of participants received home-based-only services, 30% participated in center-based-only services and 4% participated in both home- and center-based services.

During PY15, 1,498 adults and 1,516 children participated in home-based services. Compared with PY14, 135 fewer home-based children and 230 fewer home-based adults participated in PY15. Similar to previous years when home-based families received 12 personal visits on average, PY15 families received an average of 11 personal visits and attended three Family Circles.

Figure 1. Number of Adults and Children Who Participated in FACE Each Program Year, 1991-2015 (with Number of Sites)



Prior to PY15, center-based families were required to participate in four center-based components: FACE preschool, adult education, PACT Time, and Parent Time. The adoption of more flexible requirements resulted in different types of center-based participation among families in PY15. The most notable result of this change was a large increase in the number of children who attended the FACE preschool, which increased from 521 children in PY14 to 743 in PY15. The number of adults participating in at least one component increased from 619 to 693. An unintended outcome of the revised requirement for adult center-based services was the finding that parents of 25% of FACE preschoolers did not participate in any center-based services. The revised guidelines require parents to participate in some form of parent engagement activities even if they do not participate in FACE adult education.

Somewhat more than half (54%) of the PY15 FACE preschoolers participated in the original model of adult education, PACT Time, and Parent Time; 13% had parents who attended only PACT Time and Parent Time.

Center-based adults participated in an average of 131 hours of adult education, 40 hours of Parent Time, and 39 hours of PACT Time, which are large decreases in participation compared with the prior year averages. Children attended an average of 313 hours of FACE preschool, a large increase compared with the previous year.

Screening and Preventive/Safety Outcomes for FACE Children

The early prevention and detection of developmental delays and health and dental problems is a critical component of the FACE program. Periodic screenings provide the means for early prevention and detection. The following are findings for PY15 FACE children:

- ◆ Ninety-one percent of children—including 90% of home-based children and 93% of center-based children—were screened during PY15.

- ◆ Of children who were screened, 27% were identified with developmental concerns—mostly in the areas of language/communication and physical development. Approximately half of children identified with concern (or 14% of all screened children) were referred for services.
- ◆ Fifteen percent of screened children were identified with language/communication concerns: 22% of screened center-based children and 12% of screened home-based children were identified with language/communication concerns. The home-based percentage was similar to the prior year, but the percentage of center-based children with language/communication concerns increased from 16% to 22%.
- ◆ Eight percent of children have ongoing medical conditions, most frequently respiratory system issues and nervous system problems.
- ◆ Seventeen percent of children older than 1½ years were diagnosed with dental abnormalities, mostly due to decay of their baby teeth.
- ◆ Five percent of PY15 children have an IEP or IFSP. The most frequently identified type of need is speech or language delay, reported for 79% of these children. Of the children ready to exit FACE preschool and enter kindergarten, 11% have an IEP/IFSP.
- ◆ Nationally, 71.6% of children aged 19-35 months are current with their immunizations.⁴ By comparison, 97% of PY15 FACE children in this age group were current with the recommended immunizations—a notable increase of 15 percentage points since PY12 and a dramatic increase since PY01, when fewer than half of children were current.
- ◆ Parents reported that 97% of PY15 FACE children use car seats. Appropriate use of car seats for children has been a large focus in FACE parenting education. This focus on safety extends to the use of helmets when biking or skating. For children aged 4 or older, 61% reportedly wear a helmet when engaged in these activities.
- ◆ Eighty-nine percent of children are routinely taken to the same medical facility for regular medical check-ups and sick care, similar to the previous year. Eighty-eight percent of children are within normal weight and height limits for their age. At least 82% of the FACE children are covered by a health insurance plan, a dramatic increase over the previous year when only half of the children had medical insurance coverage.

Cognitive Outcomes for FACE Children

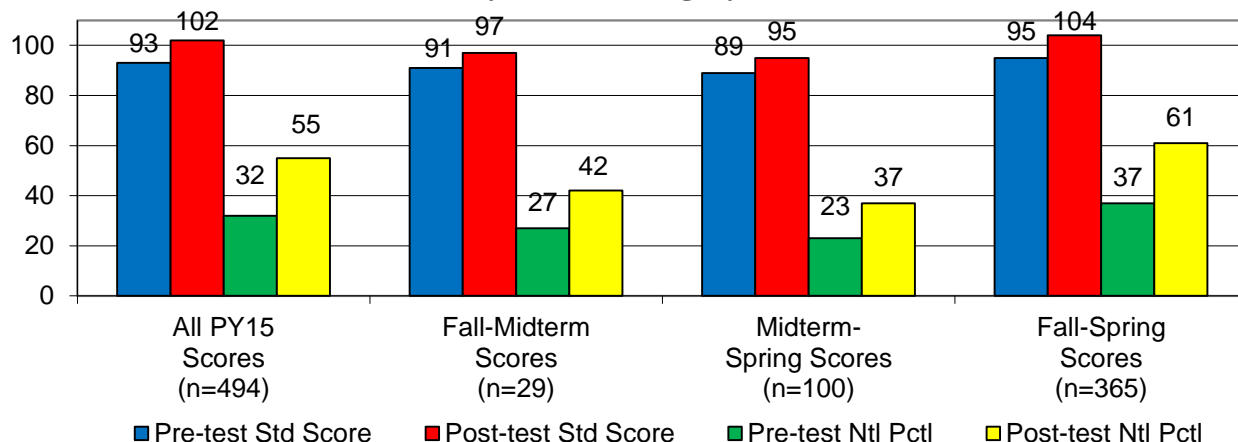
Center-based staff members and parents are trained to implement a reading strategy that is designed to increase the vocabulary and language comprehension of young children. FACE preschool children are assessed with the *Expressive One-Word Picture Vocabulary Test*

⁴ <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6433a1.htm#Tab2> (Holly A. Hill, MD, PhD; Laurie D. Elam-Evans, PhD; David Yankey, MS, MPH; James A. Singleton, PhD; Maureen Kolasa, MPH. National, State, and Selected Local Area Vaccination Coverage Among Children Aged 19–35 Months — United States, 2014. Morbidity and Morbidity Weekly Report from Center for Disease Control and Prevention, August 28, 2015 / 64(33);889-896.)

(EOWPVT) to measure growth in expressive vocabulary.⁵ Teachers administer the assessment in the fall, at midterm, and in the spring. Scores are standardized to a mean of 100 and a standard deviation of 15.

- ◆ Average pre-test standard scores ranged from a low of 89 (for children who attended the center-based program midterm-spring), which equates to the 23rd national percentile, to 95 (for the 74% of assessed children who attended fall-spring), which equates to the 37th national percentile (see Figure 2).

Figure 2. Average EWOPVT Standard Scores and National Percentile Equivalents by PY15 Testing Cycle



- ◆ FACE children significantly and meaningfully increased their performance at post-test. Their post-test scores increased by an average of 9 standard scores, which is a meaningful increase of approximately two-thirds of a standard deviation. The average post-test score for preschoolers is 102, which is 2 standard scores above the national average and equates to the 55th national percentile.
- ◆ For the almost three-fourths of FACE preschoolers who attended for the full year (fall-spring), the average pre-test standard score of 95 (equivalent to the 37th national percentile) is below the national average standard score of 100 (equivalent to the 50th percentile). The average post-test standard score (104) is equivalent to the 61st national percentile rank—which renders these FACE children at the end of preschool on a level playing field with children nationally. Children with only one semester of preschool demonstrated an average standard score gain of 6, but failed to reach the national average standard score of 100 at post-test.
- ◆ FACE preschool children with IEPs scored significantly below other preschoolers at pre-test, scoring more than a full standard deviation below the national average with a standard score of 79. At post-test, children with IEPs increased their average score to 95, a significant and meaningful increase of more than a full standard deviation. Although they continue to score significantly lower than other preschoolers (who had average pretest and post-test scores of 95 and 103, respectively), they made meaningful progress in closing the gap and reaching the national average as preschoolers.

⁵ Published by Academic Therapy Publications.

Early childhood teachers also assess developmental progress of FACE preschoolers using Meisels' *Work Sampling System* (WSS). Children were rated twice on performance indicators in each of seven domains during PY15.⁶

- ◆ For each of the seven domains, FACE preschool children demonstrate statistically significant improvement in ratings on every domain for both 3- and 4-year-old children.
- ◆ Approximately one-third of ratings for 3-year-olds and two-thirds of ratings for 4-year-olds demonstrate proficiency in physical development. More than one-third of ratings for 3-year-olds and about 60% of ratings for 4-year-olds are *proficient* in personal/social development. Between 23-31% of ratings for 3-year-olds and 46-54% for 4-year-olds are rated as *proficient* in the language/literacy, mathematical thinking, scientific thinking, social studies, and arts domains.

Nearly 1,200 children entered kindergarten at FACE schools in fall 2015 and were assessed with the NWEA MAP assessments in reading and mathematics. Approximately one-third of the entering kindergartners at FACE schools had participated in the FACE program.

- ◆ Entering kindergartners who had participated in the FACE program scored significantly higher on the MAP Reading Assessment and the MAP Mathematics Assessment at kindergarten entry than did kindergartners who had not participated in FACE.
- ◆ Children who had participated in the FACE program scored one-quarter of a standard deviation and non-FACE children scored .40 of a standard deviation below the national average in reading at kindergarten entry. Children who had participated in FACE scored .40 of a standard deviation and non-FACE children scored .60 of a standard deviation below the national average in mathematics at kindergarten entry.
- ◆ PACT Time attendance as a measure of family engagement is a direct predictor of EOWPVT performance at preschool exit, and EOWPVT is the largest direct predictor of kindergarten entry performance of FACE children on the MAP Reading Assessment. Additionally, the age of the kindergartner is a direct predictor of performance on the MAP Reading assessment at kindergarten entry.
- ◆ Both the intensity of preschool attendance and PACT Time as a measure of family engagement are direct predictors of WSS Mathematical Thinking at preschool exit, and the WSS Mathematical Thinking Scale is the only direct predictor of kindergarten entry performance on the MAP Math Assessment for FACE children.

Parents believe that FACE has had a large impact on the cognitive development of their children.

- ◆ Eighty percent of parents believe that FACE participation has had a *large* impact on increasing their child's interest in learning.
- ◆ Approximately three-fourths of parents report that FACE participation has had a *large* impact on increasing their child's interest in reading, increasing their child's

⁶ WSS domains include personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development.

verbal/communication skills, increasing their child's self-confidence, and preparing their child for school.

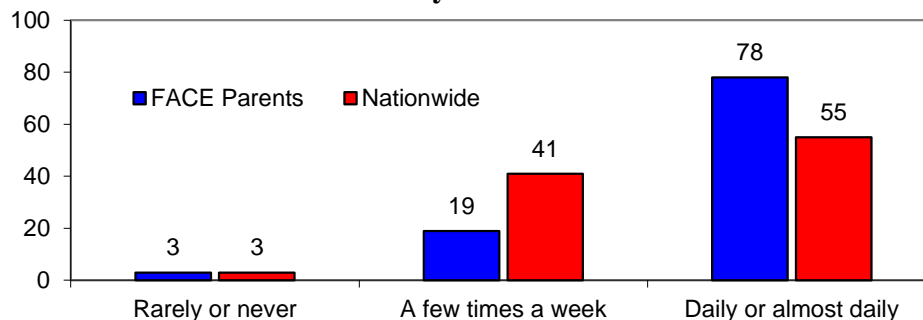
- ◆ Almost two-thirds of parents report a *large* impact on improving their child's ability to get along with other children, while almost one-third report *somewhat* of an impact.

Home Literacy Practices

FACE parents report that FACE participation impacts their home literacy practices.

- ◆ Seventy-eight percent of FACE parents read to their child *daily or almost daily*. Seventy-eight percent of FACE parents with children ages 3-6 also report they read to those children on a *daily* or *almost daily* basis. This is a considerably higher percentage than parents nationwide. Only 55% of parents nationally read to their 3- to 6-year-old children this frequently (see Figure 3).

Figure 3. Percentage Distribution That Center-based Parents and Parents Nationally Read to Their Child



- ◆ Nationwide, parents who are categorized as similar in economic status to most FACE families read to their children even less frequently. Only 40% of those parents read *daily* to their 3- to 6-year-old children.
- ◆ FACE parents significantly increase the frequency that they discuss the day's events or special topics with their child from 71% reporting that this occurred *daily* or *almost daily* initially to 76% of parents who did so at year's end.
- ◆ Seventy-six percent of parents reported they read to their child on a *daily* or *almost daily* basis early in their participation in FACE. A significantly higher 80% reported doing so at the end of the year.
- ◆ FACE parents significantly increase the frequency that they listen to their child "read" by year's end. Eighty-two percent of FACE parents report listening to their child "read" on a *daily* or *almost daily* basis early in FACE participation, increasing to 84% at the end of their FACE participation.
- ◆ The frequency that FACE parents tell stories to their child significantly increases during FACE participation. Early in their participation, 72% of parents report they tell stories to their child *daily* or *almost daily*. At the end of the year, 78% of parents do so.

- ◆ The number of children's books in FACE homes increased significantly by the end of PY15. The percentage of households with 31 to 50 books increased from 19% to 26%, and households with more than 50 children's books increased from 18% to 31%. Forty-four percent of FACE households had 20 or fewer children's books initially; by the end of PY15, that percentage had decreased to 26%. All households had at least five children's books.

Outcomes for FACE Adults

The FACE program encourages parents to set explicit goals for themselves. Ninety-two percent of center-based adults set at least one goal and 79% completed a goal. With an increased emphasis on goal setting for home-based parents, 84% of home-based parents set goals and 68% completed goals. FACE adults most frequently set goals for themselves as parents.

- ◆ Eighty-four percent of center-based adults set parenting goals; 68% of these center-based adults achieved their parenting goals.
- ◆ Seventy-seven percent of home-based adults set parenting goals for themselves; 60% of the home-based adults who set parenting goals completed their goals.

Consistent with previous years, at least 94% of parents, regardless of services received, report that FACE impacts their parenting skills *somewhat* or *a lot* in all areas that are measured.

- ◆ Significantly more parents who participated in home-based-only services believe that FACE helped them *a lot* to become a better parent.
- ◆ Approximately 80% of parents indicate that FACE helps them *a lot* in increasing the amount of time they spend with their child, in becoming more involved in their child's education, and in more effectively interacting with their child.
- ◆ Approximately 75% of parents report that FACE helps them *a lot* in increasing their understanding of child development, in becoming a better parent, in encouraging their child's interest in reading, and in increasing their ability to speak up for their child.

The academic achievement of adults is an important focus for the center-based component of FACE. In FACE adult education, teachers assess academic achievement with the *Comprehensive Adult Student Assessment System* (CASAS).

- ◆ Fifteen percent of FACE adults scored at beginning reading levels (*pre-beginning/beginning literacy* or *beginning/intermediate basic skills*) at pre-test; 49% scored at the highest levels (*adult secondary* or *advanced adult secondary*). At post-test, 13% scored at the beginning levels and 59% scored at the highest levels, with 35% scoring at the *advanced adult secondary* level.
- ◆ Forty-three percent of adults with matched scores in math scored at the *pre-beginning* to *intermediate basic skills* in math, decreasing to 29% at post-test. Fifty-seven percent were assessed at the *advanced basic skill* level or higher at pre-test; 71% scored at that level or higher at post-test.

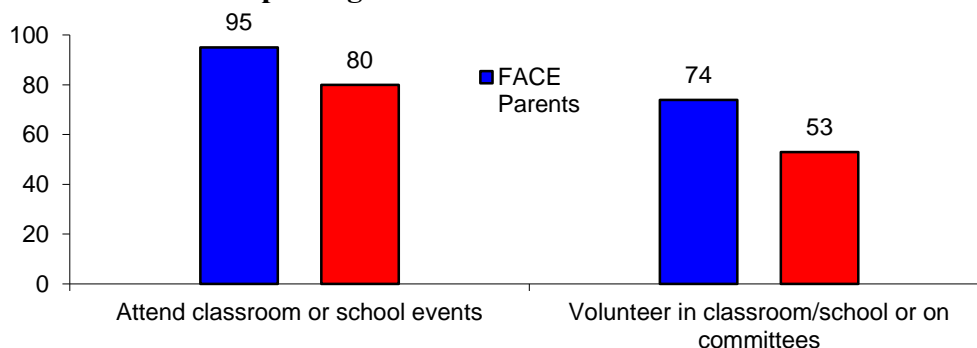
- ◆ Twenty-two percent of adults scored at the highest reading level at both pre- and post-test; another 27% of adults increased their score at least one level. Only 5% of adults scored at the highest math level at both pre- and post-test, but 39% of adults advanced at least one level.
- ◆ On average, adults demonstrated a statistically significant 4-point increase in reading and a 4-point increase in math. Seventy percent of adults demonstrated reading gains and 71% demonstrate gains in mathematics.
- ◆ Almost two-thirds of center-based adults set educational goals; slightly more than one-third completed at least one educational goal. Forty percent of home-based adults set educational goals and 18% achieved them.
- ◆ Eighty-four percent of center-based adults reported improved academic skills for personal growth; 53% reported that they were helped *a lot* in this area. Sixty-two percent reported improved academic skills for advanced education; 31% reported that they were helped *a lot*.
- ◆ Approximately 41% of adults with the goal of obtaining a GED or a high school diploma reported that FACE participation helped them make progress towards achieving their goal. They either passed a GED test, received a GED diploma or received a high school diploma.
- ◆ Nineteen adults completed GED or high school diploma requirements in PY15 (compared with 84 in PY14). Thirteen of the adults who completed requirements for a GED or high school diploma are center-based adults; six are home-based adults. Since the inception of FACE, approximately 1,420 FACE adults have obtained their GED or high school diploma.
- ◆ During PY15, 348 adults became employed; this includes 189 home-based adults and 159 center-based adults. Of 224 center-based adults who enrolled in FACE to improve their chances for getting a job or a better job, 60% report that FACE helped them obtain a job or a better job—an increase from the 30% from the previous year. Throughout the history of FACE, approximately 6,250 adults gained employment during their FACE participation.
- ◆ Some FACE participants earned the required credentials to become employed in FACE. Thirty-five percent of FACE staff members are former FACE participants.
- ◆ Most FACE adults (88-94%) reported feeling better about themselves, more self-direction and self-discipline, increased frequency of interactions with other adults, and improved communication skills.
- ◆ Almost three-fourths of FACE adults reported that FACE participation helped improve their physical fitness.

Parent Involvement in Children's Education

The FACE program's focus on increasing parent involvement in children's education is supported by research, which indicates that parent involvement in their child's school increases literacy achievement—and matters most for children at greatest risk. The involvement of PY15 FACE parents in the education of their K-5 children can be examined in the context of national findings

from the analysis of data from the National Household Education Survey, which collected data from parents of children in grades K-5.⁷ See Figure 4.

Figure 4. Percentage of FACE Parents of K-5 Children and a National Comparison Group of Parents Reporting Involvement in Their Child's Education



- ◆ Almost all FACE parents with K-5 children attended classroom or school events (95%), compared with fewer parents nationally (80%).
- ◆ Almost three-fourths of PY15 FACE parents volunteered in the classroom or school or participated on school committees; 53% of parents nationally did so.

Integration of Native Language and Culture

The FACE program supports and celebrates the culture and language of the FACE communities. Over time, tribal members have obtained the qualifications to predominantly staff the FACE programs. Native language and culture are also infused throughout the FACE program.

- ◆ The FACE program prioritizes the hiring of tribal and community members. Seventy-eight percent of all PY15 FACE staff positions were held by American Indians. Almost all parent educators in the PY15 home-based component are American Indian (94%). Seventy-one percent of coordinators, 57% of adult education teachers, 63% of early childhood teachers, and 83% of early childhood co-teachers are American Indian.
- ◆ At least 90% of FACE programs reported that language and/or cultural traditions and values are integrated at least *sometimes* in each of the FACE components.
- ◆ In the 32 FACE schools that have a culture teacher, the teacher assists the FACE staff in efforts to integrate native language and culture in FACE programs. The culture teacher provides classroom instruction for FACE preschoolers in 19 of the programs and for FACE adults in 17 schools.
- ◆ Sixty-seven percent of PY15 adults indicated that participation in FACE helps increase their use of their native language. Seventy percent of PY15 adults who participated in center-based-only services and in both home- and center-based services reported this impact, as did 64% of adults who participated in the home-based-only services.

⁷ National Center for Education Services. (2012). Parent and family involvement in education, from the National Household Education Surveys Program of 2012. p. 6. Retrieved April 18, 2016 from: <http://nces.ed.gov/pubs2013/2013028rev.pdf>

FACE Sites in Program Year 2014-2015

Alamo Navajo Community School, Magdalena, NM
American Horse School, Allen, SD
Aneth Community School, Montezuma Creek, UT
Atsa Biyaazh Alternative School (Shiprock), Shiprock, NM
Baca/Dlo'ay azhi Community School, Prewitt, NM
Beclabito Day School, Shiprock, NM
Blackwater Community School, Coolidge, AZ
Bread Springs Day School, Gallup, NM
Casa Blanca Community School, Bapchule, AZ
Chi Chi'l Tah-Jones Ranch Community School, Vanderwagen, NM
Chief Leschi School, Puyallup, WA
Dunseith Indian Day School, Dunseith, ND
Dzilh-Na-O-Dith-Hle, Bloomfield, NM
Enemy Swim Day School, Waubay, SD
Fond du Lac Ojibwe School, Cloquet, MN
Gila Crossing Community School, Laveen, AZ
Greasewood Springs Community School, Ganado, AZ
Hannahville Indian School, Wilson, MI
John F. Kennedy Day School, White River, AZ
Kayenta Community School, Kayenta, AZ
Kin Dah Lichi'i Olta', Ganado, AZ
Lac Courte Oreilles Ojibwe School, Hayward, WI
Leupp Community School, Winslow, AZ
Little Singer Community School, Winslow, AZ
Little Wound School, Kyle, SD
Many Farms Community School, Chinle, AZ (formerly Chinle Boarding School)
Mariano Lake Community School, Crownpoint, NM
Na'Neelzhiin Ji'Olta Day School (Torreon), Cuba, NM
Oneida Nation Elementary School, Oneida, WI
Pearl River Elementary School, Philadelphia, MS
Pine Ridge School, Pine Ridge, SD
Pueblo Pintado, Cuba, NM
Ramah Navajo School Board, Inc., Pine Hill, NM
Rough Rock Community School, Chinle, AZ
Salt River Elementary School, Scottsdale, AZ
St. Francis Indian School, St. Francis, SD
Tate Topa Tribal Grant School, Fort Totten, ND
Theodore Jamerson Elementary School, Bismark, ND
T'iis Nazbas Community School, Teec Nos Pos, AZ
T'iis Ts'ozi Bi'Olta' Community School (Crownpoint), Crownpoint, NM
To'Hajiilee-He Community School (Canoncito), Laguna, NM
Tse 'ii' ahi' Community School, Crownpoint, NM
Wingate Elementary School, Fort Wingate, NM